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BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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LIBRARY
SERVICES
CALIFORNIA

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The Junior Literary Guild



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LOOKING FORWARD DATES FOR YOUR NEW CALENDAR

NORTHERN SECTION

- January 11 — Council meeting, 9:30 a.m.; Book Brunch, 11:00 a.m.; Women's City Club, San Francisco.
- February 21-26 — Association of School Administrators, San Francisco. Northern Section has planned a social function, details of which will be announced as soon as the official program is released.
- April 4 — Book Brunch and Council meeting, Women's City Club, San Francisco. 11 a.m.
- May 9 — Annual Spring meeting, San Jose. 10:00 a.m. Annual reports.

SOUTHERN SECTION

- January 10 — Book Breakfast, Savoy Hotel, Los Angeles. 9:00 a.m.
- February 7 — Book Breakfast, Savoy Hotel, Los Angeles. 9:00 a.m.
- March 7 — Book Breakfast, Savoy Hotel, Los Angeles. 9:00 a.m.

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SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

The *Bulletin* of the School Library Association of California is issued four times during the school year by the Association.

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Linda

DEFENSE! DEFENSE! DEFENSE! This penetrating phrase, heard every hour in San Diego, is the very life line of the community at Linda Vista. Yes, Linda Vista is a community on record in Washington as "Defense Housing Project Number 4092", the largest project undertaken in America. It is a housing area for 3000 defense workers and their families, making an anticipated population of from 12,000 to 15,000 persons. When the project is finished it will be a complete community, having its own shopping district, recreational center, and theatres.

This \$9,050,000 government undertaking is located just six miles from the center of San Diego on what was formerly known as "Kearny Mesa." Linda Vista or "pretty view" was appropriately adopted in June as the official name for this beautifully situated mesa north of San Diego. And pretty views are certainly a reality, for we see the gorgeous sunsets over the bay to the west, the vegetation and hillsides across Mission Valley to the east and south, and the inspiring distant mountain ranges to the north. As the project progresses, the well-laid plans for adequate park and playground areas will materialize. As Linda Vista is on a federal reservation and a part of the city of San Diego, it will eventually be a city within a city.

When Uncle Sam gave the go ahead signal last February, the contractors adopted a slogan of "3,000 homes in 300 days" and rushed in with as many as 6,680 men in one day, working with huge tractors, scrapers, and power shovels. Thus work was started on the city which has been built faster than any other place of its size in the country. Almost before the San Diego people living in the Hillcrest district had time to learn what plans had been made, they could view from their own backyards a city springing up on the desolate tableland beyond Mission Valley.

Even last spring the "family man" was finding it difficult to locate a suitable and economical place to live near this rapidly

growing defense area. Small wonder that Linda Vista had a long waiting list before the first section of houses was ready for occupancy, for here was a community that actually preferred tenants with children! On May 19th, four months after the project had been started, the population of Linda Vista included sixteen families. Even though there are still many things only on paper for this defense workers' community, the first residents really had a sample of pioneering. Just imagine raising babies without a clothesline! The poles for this essential piece of equipment didn't arrive until several weeks after these first residents settled in their new homes. But such inconveniences were offset by the modern equipment including electric refrigeration, hot water heater, and shower found in each bungalow. Each house is well built, varies in structural design, and is situated on a well-planned, winding street.

Last spring when I was called in to discuss the needs for a school library in this community, it all seemed fantastic since there was no prototype for such a school library. The only information available from the school officials was that the government was building a town, and, of course, all towns need schools, especially this town of defense workers and their families making an average of more children per acre than any other similar town in the U.S.A.! And a school must have a library. Facilities for this library? A question, indeed! So in June I sallied forth to Columbia University to gather a few ideas, not knowing whether the results of this study would be housed in a warehouse, tents, or on the sidewalk.

It was a glorious day in July when I received news in New York that our school would be housed temporarily in

Vista

BY ELIZABETH N. ELGIN

eighteen of the newly built homes, and that the library would consist of a living room, kitchen, three bedrooms, and bath. Surely this would be enough to satisfy any progressive librarian's desire to have her young public feel at home. From the description in the letter the back bedroom with its large closet seemed just the place for the magazine reading room while the small front bedroom seemed the perfect nook for the library assistants to do the "dirty work." As the living room, twelve by eighteen feet, would serve to greet all newcomers, it was obvious that the librarian's desk would be placed here with the reference collection and two reading tables. The largest and most centrally located bedroom would be the annex for the reading room and book collection (perhaps it can be called our browsing corner).

The workroom facilities were ideal. Every book and class at Columbia discussing equipment for libraries insisted on hot and cold water in capital letters—and to think that we were to have TWO rooms with such accommodations! A librarian's dream indeed, to say nothing of the stove and cabinet shelves so inviting for the date due slips, double stitched binders, book pockets, cat cards, etc.

Providing facilities for an education in such an isolated and tax-exempt community was certainly a mathematical problem for the San Diego City Board of Education to solve. Early in the spring, a request for three million dollars had

been sent to Washington to help San Diego meet this increased educational load resulting from her intensified defense program involving the army, navy, and aircraft industry.

Those of us that had become interested in the development of Linda Vista waited anxiously all summer for definite word that our defense schools could become a reality. As soon as I arrived in San Diego, I rushed down to the superintendent's office to learn all the developments that had taken place during my wanderings of two and a half months. The first news to greet me was that even at this late date (two weeks before school was to open) no funds had been granted us by the government for our schools. To my amazement, I was also informed that for a month and a half, during my absence, the health authorities had forbidden the moving in of additional families to Linda Vista. An inadequate water supply temporarily prompted this move by the health authorities. Because of this unexpected curtailment of Linda Vista's population, a house to house canvas a few days before my return had revealed only eighty-seven boys and girls eligible to attend our junior-senior high school!

At dusk, I totaled the answers to my questions and found there were no funds, no books, and a mere handful of students. The only tangible things left in the original picture were a "home" where books could be put SOMETIME and a piece of paper stating that Elizabeth N. Elgin

... We are taken on a tour of a defense housing community. Our guide—the librarian of the Stephen W. Kearny Junior-Senior High School



The kitchen is used as a store room for supplies

had been hired as librarian in the San Diego city schools for the year 1941-42. On that weary night, in my temporary quarters forty miles out of town, even these vital items seemed infinitesimal.

In order to meet the state demands for compulsory education, the Kearny School would open in its "homey quarters" as scheduled and hobble along as best it could until our enrollment increased, and the necessary funds were provided.

After getting located in San Diego I drove to Linda Vista in search of the Stephen W. Kearny School to see whether or not there were any services a librarian could offer under such untried circumstances. Since opening, our school has frequently been referred to as the "Pioneers." On this day, the first visit to my working habitat, I was convinced I should immediately try to develop the traits possessed by the women so reverently referred to in our history books as the "noble pioneering women," the main difference being that this twentieth century method of pioneering would include combating with a regime of tractors, steam shovels, and their piles and piles of dirt.

The community policeman directed me to a dead-end street, in the northern section of the project, which was surrounded by canyons. I found the dean "at home" in the administration office. She immediately took the registration

cards from the filing cabinet, one of the three chairs in the place, and invited me to sit down. We chatted about the versatility needed for our fall program to be carried out by a staff of fourteen certified employees and eighty-seven students. We then looked over the spacious grounds of our school. Here were thirty-seven brand-new homes, complete in every detail from the builder's point of view, with no sidewalks, no shrubbery, and no equipment. Such was the Kearny Junior-Senior High School a week before school opened.

Before leaving, I learned that a telegram had just come from Washington stating that the desired money would be granted for the San Diego educational program. We were told it would still be some time before the funds could be cleared through the proper authorities, but we were at last certain of getting the money in time.

I also found three boxes of textbooks, so there was, after all, some work with books to be done. The administration department was persuaded to relinquish one of their three chairs, and the principal located a typewriter as a temporary loan. Again the pioneers resorted to a product of the machine age.

Processing books without a table isn't so enjoyable as it might be. When the principal located a wooden shipping box just table height, a more welcome piece of furniture was never taken into a library. Of course, it was a little scratchy around the edges (and with hosiery inflation, too), but some cardboard tacked here and there remedied that. And so the library home opened for work. A numbering machine, a rubber stamp for identification, and several other items which I thought a necessity a few days ago, weren't to be found. But what did it matter? Actually there were some books to give those youngsters when they reported for work on Monday.

When not pasting in textbook labels and making out book orders, I visited other librarians in San Diego. They came most generously to the rescue, especially since they, too, were having to face an

unexpected program caused by San Diego's rapid population increase during the last year. Before school opened a *World Book Encyclopedia* and three *World Almanacs* were loaned for our reference collection. The public library, also, had promised to send back issues of magazines that they could spare. Within a few weeks several cooperative librarians had searched their shelves, and the weedings were sent merrily on their way to the library of the Stephen W. Kearny Junior-Senior High School at Linda Vista. By November there were over 600 volumes in the work room eligible to be labeled "gift" on the shelf list.

Visitors that come to our school make frequent comments on our present pioneering conditions, but those of us that were on hand at the opening of school three months ago feel quite civilized now and are already beginning to talk about the old days with comments similar to these: "Do you remember when we each had a dirt pile to walk over instead of a sidewalk and grass?" "Will you ever forget the look on the art teacher's face when she realized that there wasn't a single student enrolled in her fifth period class on the opening day of school?", and again, "Have you heard the latest? The

library received its first magazine, *Building America*, and a charging tray, all in one day!"

Our original enrollment of less than 100 is now nearing the 400 mark, and we've had six teachers added to our staff. In addition to that, hardly a day goes by without a visit by the city schools truck, and that always means some department equipment formerly considered absolutely essential before work could be started. There was almost a faculty stampede the day the long-hoped-for blackboards were seen heaving into sight.

Several weeks after school opened, the first installment of the government grant arrived. Immediately I began visualizing the delivery of new library books to form a basic book collection. But alas, this portion was for maintenance of the defense schools, and since the basic library collection is classed as capital outlay, I found that the long-hoped-for book order was once again shelved for future developments, this time to await the funds for the building of the permanent schools planned for the Linda Vista community. Ironically enough, when instructions were given to submit the final list, I was caught in the usual book order frenzy when San Diego experienced her first blackout.



The library is located in the bungalow to the right

With cards in hand I clambered to the nearest closet, parked on the floor, and proceeded to meet the dead line.

In addition to our own school there will be two elementary school buildings. The Kearny School will be located near the center of the project. Only a section of the junior-senior high school will be built at first, with plans to add to it as the need arises. At the present time the elementary schools have by far the largest enrollment. However, the future for us in the next few years is encouraging since entrants to our school will outnumber the graduates. With our 1300 acre community only half occupied, we have over 2500 children below eighteen years of age.

The proposed library includes a reading room, a workroom, and a librarian's office. The textbook room, which will be next to the library workroom, will at first serve as a classroom, as will the adjacent study hall. It is hoped that no further delays will interfere with our occupation of the buildings when school opens next fall.

At first it seemed unnecessary to have these students come to school under such primitive conditions. Even the most essential textbooks were lacking for a time. I continually questioned why this had to be. Certainly it was known long enough ago that we would need schools since here was going to be a community built primarily for men with families. From a professional viewpoint it was most disheartening to be placed so unexpectedly in a classroom when a library was sorely needed. The frequent appeals for leisure reading books from these lonely youngsters made me even more disturbed over our tardy development.

Here was a community of children from many towns and cities, frequently new to California, living among strangers, and with no playgrounds, theatres, or libraries provided. Of course they had access to the facilities in the city of San Diego, but that necessitated an expensive trip through very heavy traffic. It was known that Linda Vista would soon

offer the accommodations everyone was clamoring for, and that the school buildings and library collection would soon be started, but why were we having to waste such precious time?

Recently my viewpoint has changed. Perhaps it is because I see how rapidly we are progressing, or perhaps it is that I am revived by seeing in our "home" yard a velvety green lawn replacing those dreary piles of dirt. I imagine, however, the real reason is that in getting acquainted with the students I have learned just what it meant to them to be able to come to Linda Vista even though it did mean doing without some things that are mighty important to youngsters regardless of where they are.

The students at Kearny School have cooperated with the faculty in meeting these unusual circumstances, and, in spite of the numerous adjustments necessary, all have agreed that our "Pioneer" school has been fun. Since their families have furnished their own homes and since very few of the students come from broken families, there is more stability than is ordinarily expected in a community of this type.

It is unfortunate that these students have been denied school library facilities. What a shame to miss an opportunity to make them all library conscious while there are so few activities out here for them to enjoy. It has been interesting to note the character of the numerous requests.

What will be the nature of this community after defense industry has lost its importance to the nation? Naturally all of us working here have wondered about that from the beginning. Nor are we alone in the questioning view of the future caused by the shocking news of December seventh. We do know, however, that these houses are built for permanent use, that future plans are to open them for public sale, and everyone agrees that a better site for a city just doesn't exist — the ocean, the hills, and with apologies to our Northern members, THE CLIMATE.

From the School Libraries Section

AMERICAN LIBRARY ASSOCIATION

BEFORE the American Library Association came to California for its annual conference in June 1939, it seemed to me remote and distant. It was just another national organization, big and powerful, but of no importance to an individual, except as an address to which one might write for materials and suggestions and the place from which the *Bulletin* came.

While representing the School Library Association of California when it acted as hostess to school librarians from all parts of America, I learned that California was not so far from Chicago, after all, and that we are all a definite part of our national library association.

The School Libraries Section, which is now a section of the Division of Libraries for Children and Young People, has become especially full of meaning for me these last few months. At Boston, in June 1941, this section joined with the Section for Library Work with Children and the Young People's Reading Round Table to become a division of the American Library Association.

Our own School Libraries Section has two officers and five directors who take the office of chairman in order of the year elected. The two officers serve for three years. The 1941-42 executive board follows: chairman, Edith V. Titcomb, Woodrow Wilson Junior High School Library, San Jose, California; vice chairman, Lois T. Place, Director of School Libraries, Board of Education, Detroit, Michigan; secretary, Rheta A. Clark, Lyman Hall High School Library, Wallingford, Connecticut; treasurer, Margaret F. Glassey, Emerson Junior High School Library, West Los Angeles, California; other directors, Mary Peacock Douglas, State Department of Public Instruction,

Raleigh, North Carolina; C. Irene Hayner, University High School Library, Ann Arbor, Michigan; and Miriam Snow, Western Washington College of Education, Bellingham, Washington. You will see that the western coast is represented by three members of the executive board.

Certain definite duties are assigned to this section. The Editor of the School Libraries Section of the *Wilson Bulletin* and the editorial article for the February *Booklist*, which goes to the February conference of the American Association of School Administrators, are both secured by this section. Five members of the section, of which one is the chairman, are selected for the Newbery-Caldecott Awards Committee, each year. The section is responsible for certain activities and for certain booths and exhibits in both conferences of the A.L.A., the Midwinter at Chicago and the annual conference in June. This year, plans are already under way for the meeting of the N.E.A. in Denver, in July.

Perhaps the best friend of this section is Miss Mildred L. Batchelder, Chief of the School and Children's Division, on the staff at A.L.A. The duties of her position are various and widespread, and it is remarkable that she can find time to do the many helpful things she does for the School Libraries Section.

As I have worked with her and others in the section I have repeated many times the statement made while working in our own S.L.A.C., "I believe librarians are the most unselfish and most cooperative people in the world." I am hoping that California will have a fine, large representation in the section when we have the opportunity of designating our choice as members of the A.L.A. in Jan., 1942.

— Edith V. Titcomb, Chairman

A School Library Serves

THE KALEIDOSCOPIC change of events of the immediate past has shifted and reshifted the pattern of our plans for national defense service. The changing picture brings new designs constantly into focus; its elements are the same but the emphasis changes. Things that were so important yesterday are the non-essentials of today. Our objectives have not been altered, but the means of approach need readjustment.

Now that the first shock of the war is wearing off, we can gather together the bright fragments of our plans and reassemble them in a way to serve the immediate, urgent needs of the present. We have been fortunate that we have had a little time for preparation and deliberation. The plans which have been made over a period of many months must now be redirected to this vital objective — that we do our part in this big job quickly and efficiently. What service can we render? What can we do?

For some of our young people the answer to this universal question is found in military service; for many others it will be in industry, and for the rest in the school or home. As school librarians, our responsibilities are more closely associated with the last two groups, and here we are concerned with the trade training that bridges the two.

For many months we have seen the national defense training program taking shape in our communities. This program was authorized by Congress a year and a half ago for the purpose of developing training programs for skilled workers in trades essential to national defense. The necessity for such a plan was brought about by the scarcity of skilled workmen for the jobs in defense industries. The ever expanding vocational education program was not yet adequate to supply the demand for more and more workers.

There was also a real need for some kind of training that would help the industrial worker to shift over from the non-essential trades to the defense industries. The national defense training program, therefore, includes two types of training: first, a short term, 10 to 12 weeks, intensive training for specialized jobs in industry; second, an in-service type of course intended for workers in the trade for self-betterment.

These classes are held in many of our schools where equipment is available but they do not interfere generally with the regular vocational classes because they are scheduled for after school hours. The teachers of these classes are very often selected from outside the school faculty and so are difficult to contact.

These are the classes which have been the subject of much discussion and no little concern among school librarians. They are a new experiment and from the library standpoint all their problems seem to be especially thorny ones. The time, the place, and the student all seem to require a different set-up than is usual in the school library.

We have adjusted ourselves over a period of years to the needs of vocational students, and library service for these has become an accepted part of the program. That these newer forms of industrial education need all the advantages that a well-stocked library and an efficient librarian can offer is also recognized. But how can we coordinate our resources and plan our program to give a fair service to all these newcomers and still take care of our own students as well? Undoubtedly your collection of books and other material in the vocational field is selected, as mine is, with the needs of the regular long term vocational class in mind. This assumes that the time limits are fixed, and that the student is here to acquire

Defense Training Students

technical knowledge as well as skill in his chosen field. This, of course, is the sound, basic trade training which has not changed. Classes are shortened wherever possible, but the short unit classes do not supplant them.

A clear picture of the different types of classes is given by J. C. Furnas in his "Battle for Skills," which appeared in the *Saturday Evening Post*. "The lights blaze all night in trade schools, too, where it is often the midnight-to-breakfast shift that trains single skill youngsters, often on machinery lent by manufacturers. The rest of the day the school is jammed with apprentices already on jobs, learning blueprints and shop math in spare time; with middle-aged men taking 'refresher' courses to get back the feel of lathe and planing mill; with the regular run of boys taking the regular three or four-year courses that will make them topnotchers." This is the picture of our student body!

There are several factors to be considered in planning library service for these national defense training students:

First: The time is so short! As defense production swings into high gear, as it must, the demand for more workers will increase tremendously. The hours for the special classes are already at a minimum of approximately 40-80 hours. The purpose is to train "not for craftsmen but for efficient performance of a specific semi-skilled job." It is a "how to do it" training with no time left for "why it is done."

Second: Defense production opens up new jobs. As industry expands or swings over to defense production, we will need training in fields which have not heretofore been needed, either because of locality or because of limited demand for workers.

Third: The age limit on many defense jobs has recently been lifted to 62 years and private industry will undoubt-

... How the librarian at Frank Wiggins Trade School, Los Angeles, is meeting the problem of defense courses

By REBA R. BARTLETT

edly follow suit in order to get experienced men. This means that the "brush-up" courses will be increasingly popular.

Fourth: There is an increasing opportunity for women, especially in the semi-skilled trades. Numbers of women are working now in aviation, welding, radio, and other communication trades. As men leave to go into the armed forces, and the demand for workers grows, women will step into many industries as they have done in England. The first World War brought thousands of women into the business world; the second World War will probably have the same result in the industrial world.

Fifth: Because of the rapid expansion of industrial plants and the influx of new workers, a new type of training has become necessary for supervisors or foremen. These key men are trained in conference and discussion groups to go back to the plant and train men right on the job. Their function is to coordinate the work and cooperate with the worker and employer in order to promote efficient performance.

In terms of library service we may look upon our new patron as one who has been a worker in the trade or in some

related field, who is probably older than the average school age, quite possibly a woman entering an unfamiliar field of work, and who must learn to do the job well in a few short weeks. We might also add that we are to give this service without any material assistance, as far as I know, from agencies responsible for the program.

What can we do to help these new patrons? In a very strict sense they are not our problem. Their names and records are not in the school files, their teachers are not on our faculty lists, and in many cases the class hours do not coincide with the library schedule. But they are in the school, if not of it, and the responsibility is ours because we have a part in this big job of providing our country with defense materials. We will do the best with what we have. This is not the time to debate the question.

We must, however, be realistic. These classes are here today; tomorrow will be too late to help them. We must see that our library stock is used to the best advantage.

First, that it is accessible to the person who needs it at the time he needs it. At *Frank Wiggins* we have solved the problem to our own satisfaction with shop libraries for special classes. Books, magazines, trade catalogs, pamphlets, etc., are shelved in locked cases in the shop. In the Aircraft Department, where the collection is largest, a student is assigned to supervise the care of the material. It is a reference collection only and no one may take any item away from the long tables where he studies. The result is that the material is always available for hurried consultation or more leisurely study and there is no difficulty with interested students from other trades who want to check books for private use. It is the only possible arrangement, too, when three or four classes are using the same place and same equipment. Our aircraft collection is used by several different groups.

Second, how can we use what we have? In many cases we do need special books, but often we can put to work much of

the material we have already on our shelves. For example, our first real demand was for books on mathematics—the good, old arithmetics, geometries, and trigonometries. There has always been a steady demand for these stand-bys as there are very few trades where a sound knowledge of mathematics is not needed. The same is true of elementary science, especially chemistry and physics. These books are plentiful and easy to get. No teacher in a ten weeks course is expecting to spend time in reviewing math or beginning science. The student must get this for himself outside of class hours. It is here that the librarian can extend a helping hand.

Third, our requests for the highly technical trade books have come from the teachers themselves, and in most cases one or perhaps two copies are sufficient. It is usually possible to supply these from our regular collection. In the case of a new trade, however, it is hard to get any material soon enough. In view of the urgency of the demand and the time limits we might be able to work out some kind of inter-library loan plan for schools in the same locality.

This system of job training for the emergency will have a definite carry-over into post war days. In the expected drop in employment when the emergency is over, the skills acquired will be a valuable asset, and the best trained will be the ones who will keep the jobs. Perhaps we can do our best part in encouraging the young people to take advantage of every opportunity to go beyond the limited scope of this temporary training and prepare themselves to be the craftsmen of tomorrow.

In the meantime, we must see that the workers are given the proper preliminary training in safety education, health, good citizenship, and thrift. The vitally needed industrial worker needs steady nerves and alert faculties in order to make good. Industry is "no place for the weak, the slow, or the maladjusted individual." This is a big order—it is training for life itself. And that is the business for all of us.

In Memoriam

LEO B. BAISDEN

Mr. Leo B. Baisden was a wise friend of school libraries. Today we mourn his sudden passing, both as friend and as wise adviser.

Mr. Baisden, like Mr. Will C. Wood before him, knew the teaching values in the school library and also understood thoroughly the administrative organization needed to bring these libraries to their full usefulness. In addition, he had a clear view of the important part played by persons — librarians — in the development and successful functioning of the library. A man with this three-way vision is rare and is to be duly appreciated by those who work most directly to bring the school libraries into the full flower of their potential usefulness.

Mr. Baisden commanded our thorough respect and appreciation, then, but he also commanded something else for which he did not ask but which was freely yielded to him because each act of his relations with the school libraries showed how worthy his leadership was of this last tribute people can give. This last "palm" which was so gladly rendered

to Mr. Baisden was the palm of friendship. Besides being the good administrator, he was the encourager; besides being the director, he was the writer; besides being the manager, he was the person who came to luncheons, dinners, committee meetings and round tables; besides being the chairman, he was at times the person who, from the floor of a meeting, quite humbly offered a suggestion or a motion, "as a man also of the people."

Each honest worker who called upon Leo Baisden felt strength and the will-to-strive-to-do-better as a result of the contact. It will be one of our privileges as librarians to carry with us the memory of this good scholar, good executive, and good friend in the work yet to be accomplished in the field which he liked to plow and to reap — the field of enriched library experience for young people.

ELIZABETH S. MADISON,
*Supervisor of School Libraries
Oakland Public Schools*

Mr. Leo B. Baisden was an honorary member of the School Library Association of California. At his untimely death, he was Deputy Superintendent of the Stockton Unified School District, which position he had occupied since March 1940. Previous to that, he was Assistant Superintendent of the Sacramento City Schools for eleven years and Superintendent of the Longview Schools in Washington. He was well-known

throughout the West, especially in the Southwest where he had taught in the University of Texas and lectured at many teachers' institutes. His genuine interest in the function and use of school libraries manifested itself in the co-authorship of several books: *The Children's Book on the Use of Books and Libraries; Books, Libraries, and You; and Administering Library Service in the Elementary School*.

Books on Our New Calendar



Administering Library Service in the Elementary School, by Jewel Gardiner and Leo B. Baisden. Chicago: American Library Association, 1941. 161 p. \$2.25.

Reviewed by Elizabeth O. Williams, Librarian, Library and Textbook Section, Los Angeles City Schools.

WIT is not enough for schools merely to 'teach children to read.' Far more significant is the necessity of furnishing them something worth while in order that they may read." This statement strikes the keynote of the recent publication of the American Library Association, *Administering Library Service in the Elementary School* by Jewel Gardiner and Leo B. Baisden. The motivating force back of the plan of organization and administration here described, is the discovery of the most effective means of bringing the "world of children and the world of books together." The authors believe "the greatest single factor in developing interest in books and the habit of reading is the accessibility of books. The elementary school is in a position to make a great contribution to children's interests in books by making good books available to all children every day of the school year." Recognizing that this is the joint responsibility of superintendents, principals, teachers, public and school librarians and parents, the book is addressed to all of them.

This is not a theoretical or idealistic presentation of this comparatively recent field of library service. Rather, it is the outgrowth of practical experience in organizing and administering libraries in the Sacramento City schools where Miss Gardiner is librarian, and in the Stockton City schools, in both of which systems Mr. Baisden served as Deputy Superintendent. The result is a thoroughly reli-

ble, comprehensive and practical account.

The authors discuss in turn the function of the library in the elementary school and its pattern in relation to the type of administrative organization it is to serve; its personnel; room, equipment and decorative features; the selection, purchasing and organization of the book collection; the pamphlet and picture collections and services; and school and public library relationships. The format is unusually attractive. The cloth binding is neat and serviceable. Clear black type with bold face chapter and paragraph headings make the book readable and readily consulted for specific information. Attractive photographs portray concrete situations of children and the world of books.

Because of the authors' personal experience, the central library in the school is presented as the favored plan of organization, and the activities and practices discussed are in relation to this type of service. Though one may differ with the arguments advanced for the economy of such a plan, it is recognized as ideal where the size of the school system and the book budget make it possible. But whatever the plan of organization and administration, the authors express need for "the skillful coordination of three distinct fields — librarianship, teaching, and school administration as an essential requirement for the successful administering of the library in the school." They emphasize that "the vitality and success of the library program in any school depends in a large measure on the skill of the principal. . . . There is little point in having a well-organized library in a school unless the school's program is arranged so that children may make effective use of library resources," and in this organization, "a key person . . . is the class room teacher."

The book will have a wide appeal. Librarians in small school systems without adequate supervision will find the many practical suggestions most helpful. The explanations of practice and activities for teacher-librarians are sound and will prove especially helpful in the small rural school which employs teachers with little or no knowledge of library techniques and routines. Experienced librarians will welcome this careful, comprehensive analysis of the library in the elementary school which parallels the many fine publications in the secondary field. We agree with the authors that "Library service is as essential in the modern elementary school as in the high school. Children need a vast variety of reference materials if their minds are to be opened to the living world about them."

Noteworthy chapters on recreational reading and sharing reading experiences will stimulate librarians to do something about the often neglected fields of book appreciation and reading guidance. The authors assert "The librarian's most important task is to see that children get the right book to read at the right time . . . books with content suitable to the particular child's interest."

The chapter on learning the use of the library is brief as this subject is covered in "*The Children's Book on How To Use Books and Libraries*" by Leo B. Baisden and Carolyn Mott and is recommended as an excellent companion volume.

The authors do not lose sight of the importance of school and public library relationships. They present a challenge to both the public and school library to seek the most effective means of providing books for all children when they say "Both librarians and educators are realizing today that the task of providing adequate library service to meet all of the book needs of modern childhood taxes the best cooperative effort of both the school library and the public library."

Add this book to your shelf of library handbooks. You will turn to it often both for information and inspiration.

Teacher-Librarian's Handbook, by Mary Peacock Douglas. Chicago: American Library Association, 1941. 136 p. \$1.90.

Reviewed by Gladys Green, Librarian, Los Angeles City College.

GIVEN a little quiet time in which to absorb ideas and lay plans, a teacher-librarian could make good use of this manual, especially if she is placed in a new school where she must provide books and service from the start. Her chief trouble will be to choose wisely the parts of it upon which she ought to act at once and to avoid becoming confused by the many techniques and objectives which fill the book. Each one of these techniques will be recognized as important or essential by the full-time librarian with some assistance, but she who has but three or four hours a day to spend in her library will have to select even among basic procedures.

The simplification of the handbook, in the matter of explanation and definition, seems to me admirable. It is also thoroughly supplied with bibliographies and recommended sources of information. The introduction and the first and last chapters, on the functions of the library, pupil-library relations, and publicity, may well serve as a check-list for all school librarians of whatever degree of education or experience.

Intervening pages cover all steps in acquiring books and in teaching children to know and care for them. Nothing has been overlooked, unless it is the brief and hurried opportunities of the woman destined to use the manual. Let her start out bravely, book in hand, and turn at once to Chapter 8 if she is in a brand-new school or to Chapters 3 and 4 if she has inherited a library, leaving the matter of her social and educational place in the general scheme to be dealt with when she understands the materials of her work. Then if she can peer over the foreground crowded with duties to that wider view of ultimate service, it will be an illuminating glimpse and one calculated to push her mental horizons farther out into life.

Let's Look and Listen

BY MARVIN W. CRAGUN

Sacramento Junior College Library

... in which

the chairman of the

Audio-visual Aids

Committee,

Northern Section, discusses a

forthcoming survey

ARE YOU taking advantage of audio-visual aids in your school library? That is a question for every school librarian in California to consider during these next few months. Never before have there been such opportunities in this field to secure new and interesting material at economical rates. Every day new sources for obtaining pictures, films, records, and posters are being discovered. Our colleagues in the public libraries and in the technical schools are far in the front when one considers the use of visual aids.

Much might be accomplished if we had some small group of interested librarians that could serve as a clearing house for information about new sources and methods of handling the various types of audio-visual aids. This group should be

more than just a temporary committee appointed by the association. It should be drawn from those who are working near each other, so that frequent meetings could be held. Regular, spirited reports could then go out to our entire membership, keeping interest alive in all the schools. It could serve as a board to consider problems and policies as well as to disseminate information. Such a board might help to coordinate and strengthen the many feeble attempts being made at present. The small schools would be encouraged by such guidance, and the larger schools would be given an opportunity to share the plans of some of their pioneering successes.

In working with audio-visual aids, many problems appear. The primary problem is the matter of genuine interest on the part of the school librarians. Are you interested? Are you willing to give some extra time and effort just now to become acquainted with the work? Most librarians have art pictures which are carefully classified and used on rare occasions, and perhaps they have mounted plates which they display now and then. But how many librarians are using the Erpi series of motion pictures of sym-

phony orchestras, wildlife, and history; W.P.A. records of Dickens and Whitman; radio transcriptions of speeches and dramas; the marvelous films of the Bureau of Mines on diesel power and the steel industry; the traveling exhibits of California history and art? Splendid educational aids are available, and they touch dozens of different subjects which will enrich the courses for the students. These are new, living books which are thrust into our hands. Are we going to use them?

Before the year is over, the committee on audio-visual aids hopes to discover just how much interest there is in such things among the school librarians in California.

Our professional literature of recent years has stressed the importance of the school librarian as an educator who

should take his place along with the teacher. Librarianship is an active creative profession, and working with audio-visual aids offers a golden opportunity for librarians. The chance to study the various courses and make available pictures, films, and music, which will give the subjects a new richness, enables the librarian to work more closely with the instructor. An active partnership will develop and the librarian will no longer be a mere "custodian of books" in the eyes of the teacher.

Some years ago the librarians of California cried out against surveys and questionnaires. A deluge of blank forms had wearied them. However, all pioneering entails some drudgery and some spade work. A survey should be made. Such attempts to obtain information are bearable if the conclusions are sent back to the participants for their consideration. If several comprehensive surveys can be made this spring by the committee, the results will be passed along to each member of the association.

We should like to suggest some of the points which these surveys will attempt to cover. If the membership would consider these items and assemble some data

preparatory to the survey, then the information would be readily available.

How are your present holdings in audio-visual aids stored? Have you worked out any unusual or exceptionally effective methods in storage or classification? This whole matter of storage is vitally important and may be the key to the success or failure of your use of these aids.

What is the extent of your equipment and material? Have you specialized in any one field? Such information is particularly valuable in working out possible exchanges between schools.

How do you circulate the audio-visual aids? Do you take the initiative, or do you wait for the teachers to request material? This point involves the coordination between class work and library. If the

teacher is to become a partner in this new work, here is the place where the first contacts must be made. An enterprising librarian will be able to suggest new aids for class use. Usually the teacher is eager to cooperate, once his interest is aroused.

How closely have you coordinated reading material with audio-visual aids? Here is the point at which real skill and ingenuity pay dividends. When the class is interested, a follow-up, with reading on the subject, is the natural result.

Are your audio-visual aids included in your book budget, or do you have a separate budget for them? Do you purchase supplies and equipment, or must you accept items purchased for you without your approval? Many plans have been tried, but we want to investigate the advantages or disadvantages of each of them before making any recommendations. Here is a very different problem from that of ordering books, as you have undoubtedly already discovered.

Have you located any new sources of rental films and pictures or other free material? Would you like to have suggestions about such sources? Many librarians have been patronizing the larger firms,

but they may not have investigated the free material from both governmental and private sources.

These questions are the ones which seem urgent in our present consideration of the work with audio-visual aids. We hope school librarians, particularly in the northern section, will think about these points, and take the time, when the survey is made, to answer all the items fully. We believe even the consideration of these questions, whether or not you send in an answer to the committee, will help to relieve some of the minor difficulties.

Finally — and it cannot be emphasized too strongly — as school librarians we are faced with a two-edged problem. Either we accept this new responsibility of providing audio-visual aid, which means we shall direct its use, help in the selection of new materials, share in the planning of future investments, devise sufficient storage for the equipment, and move more securely into our new roles as "librarian-teachers"; or we can allow matters to drift out of hand and become guardians of ill-chosen, seldom-used equipment, and lose the opportunities of enriching the curriculum.

A SELECTIVE READING LIST FOR LIBRARIANS

Books and Magazine Articles for General Background Reading

Dent, Ellsworth C. *The Audio-visual handbook*; 3rd edition. Chicago, Ill. Society for Visual Education, Inc. 1939.

A practical manual for teachers, supervisors and administrators who wish brief general information concerning audio-visual aids to instruction, as well as a guide to sources of materials. There are six well-condensed chapters including discussions on The Status of Visual Instruction; Types of Visual Aids, and their uses; Types of Audio-Visual Aids to Instruction; Types of Sound Aids for Schools; Organizing the Audio-Visual Service; Source List of Materials and Equipment.

Dorris, Anna. *Visual instruction in the public schools*. Boston, Ginn, 1928.

An elementary textbook, introducing teachers to the broad field of visual education. Here in simple, non-technical language, with practical suggestions, the teacher is shown how pictures, maps, charts and graphs, slides, exhibits, motion pictures and other visual materials, may enrich classroom teaching. The book is out-of-date but still useful. It is interesting historically, and shows the vision of the author, a pioneer in this field, now director of visual education, San Francisco State College.

Hoban, Charles F. and others. *Visualizing the curriculum*. N.Y. Cordon, 1937.

A readable, stream-lined textbook which may be used as introduction and background to the study of visual instruction in the classroom. The material is developed in a manner suitable for use by a beginner who desires information on various teaching aids available for the best methods of teaching. On the other hand, the authors provide a wealth of suggestions for the more experienced teacher. The book presents the varied visual aids and discusses the function, the value, and the methods of using each.

McKown, Harry C. and Roberts, Alvin B. *Audio-visual aids to instruction*. N.Y. McGraw-Hill, 1940.

This latest book in the field is a handbook for the teacher and administrator. It offers authoritative and almost encyclopedic treatment of any phase of the subject, with up-to-date bibliographic references.

Educational Screen; published monthly by the Educational Screen, Inc. 64 E. Lake Street, Chicago.

An outstanding professional magazine of the field. It offers pertinent articles by authorities, a monthly digest of the literature in visual instruction, new films of the month compiled by a teacher committee, and announcements by the producers of new products and developments of interest.

Magazine Symposia

Audio-visual aids. *The Phi Delta Kappan*, May 1940.

"The articles in this issue outline many of the practical issues and problems involved in harnessing these visual-auditory techniques to school use." The contributors are seasoned administrators and teachers actively interested in enriching the curriculum by intelligent use of these instructional aids.

A practical approach to the provision of visual aids: a symposium. *California Journal of Secondary Education*, January 1941.

Dr. Edgar Dale, professor of education at Ohio State University, introduces this symposium with an article concerning the role which visual materials play in the educational processes. The articles represent the means by which the writers are putting into practice the principles underlying a program of visual instruction.

Visual aids to learning. *School Executive*, September 1940.

The five articles in this issue devoted to visual aids are written from the administrator's point of view. The questions of choice of equipment, the most efficient and economical administrative set-up of a visual department and in-service training of teachers in the use of visual aids are discussed both by the school administrator and the director of visual instruction.

Has the Librarian a Place in This Program? Magazine Articles by Librarians

Cundiff, Ruby. Cooperation between the librarian and the teaching faculty. *Peabody Journal of Education* 18: 285-290, March 1941.

In this general article on the responsibilities of the librarian, very pertinent suggestions are offered as to the opportunities for library growth in providing pictures, pamphlets, slides, films and everything else available to enrich the curriculum. Miss Cundiff points out that the

newly coined term Materials Bureau is just another term which should mean the library.

Greer, Margaret R. There's help at hand in the school library. *Nation's Schools* 23:45, June 1939.

The librarian of the Minneapolis Public Schools suggests to the administrator that as a temporary expedient, or as a permanent form of organization the school library can help the visual education program by (1) making available information as to sources of materials, (2) renting and buying of films, (3) establishing a loan system for films and projectors, (4) supervising the care and repair of projectors, and also, more important perhaps, by helping the teaching staff to understand the place of visual aids in the curriculum.

Greer, Margaret R. Visual aids and the school library. *Wilson Bulletin* 10: 573-575, May 1936.

Describes the nature of the visual service rendered by libraries to schools.

Landfear, Bess. Place of the librarian in the visual program. *California Journal of Secondary Education* 16:21-25, January 1941.

Suggestions placed on a practical plane are offered as to the way a librarian may implement the individual school's visual program. How to build up a working picture collection, how to organize various materials scattered throughout departments of the school for the best use of the entire teaching faculty, and how to help the students and teachers through the medium of the library to make the whole learning process a happier and richer one is brought out by concrete examples derived from the experience of the writer.

- This list was prepared by the Committee on Audio-visual Aids, Northern Section, 1940-41, under the chairmanship of Margaret Girdner, Bureau of Texts and Libraries, San Francisco Public Schools.

"An Unextinguished Hearth"

Association Members who had the rare experience of hearing Miss Amelia Munson give her evening of beautiful poetry at the banquet at the Sixth Annual Conference in Fresno have urged the printing of the list of poems from which she quoted. We are fortunate to be able to share with *Bulletin* readers this list, which Miss Munson so graciously has sent us.

- Clough, Arthur Hugh
Say Not the Struggle Naught Availeth
(last stanza)
- Markham, Edwin
Preparedness
- Frost, Robert
Reluctance (last stanza)
Nothing Gold Can Stay
- Millay, Edna
The Poet and His Book (first stanza)
- Shakespeare
Sonnet I (last two lines)
- Horace
To Melpomene (2 lines)
- Benét, Stephen Vincent
Invocation prefacing *John Brown's Body* (last 3 lines)
- Shelley, Percy Bysshe
Ode to the West Wind (Section V, lines 7-11)
- Millay, Edna
Conversation at Midnight (p. 19)
- Johnson, Josephine
Let Go, Return (In her Year's End)
- Sandburg, Carl
The People, Yes (last section, p. 107)
- Nathan, Robert
431 B. C. (In his *A Winter Tide*)
- Milton, John
Lycidas (Section 6, lines 1-3)
- Oppenheim, James
The Slave
- Moody, William Vaughn
Pandora's Song from *The Fire-Bringer*
(first stanza)
- Emerson, Ralph Waldo
Brahma (third stanza)
- Rossetti, Dante Gabriel
Woodspurge (last stanza)
- Allingham, William
Four Ducks on a Pond
- Blake, William
Reeds of Innocence (last stanza)
- Donne, John
Song (first stanza)
- Shakespeare
Fidele (first stanza)
- Housman, A. E.
Shropshire Lad- LIV
- Wordsworth, William
Ode on Intimations of Immortality
(second stanza)
- Davies, Sir John
Man
- Rukeyser, Muriel
Night Flight: New York (last stanza)
in her *Theory of Flight*
- Wylie, Elinor
Farewell, Sweet Dust (last stanza)
- Milton, John
Samson Agonistes (last section)
- Patmore, Coventry
Magna Est Veritas
- Frost, Robert
Acquainted with the Night
- Brooke, Rupert
Sonnet IV of The War Sonnets — The Dead (lines 9-14)
- Plake, William
Milton (last stanza)
- Sassoon, Siegfried
Everyone Sang
- Holmes, John
Address to the Living (last 4 lines)

"It's the second of those last four lines that I like to think expresses the librarian's function, obligation, and glory: 'Open the door that opens toward the sky!' I hope that even the dark days that are now upon us will not keep us from fulfilling these words," writes Miss Munson.

Highlighting

The Sixth Annual Conference

By MAURINE S. HARDIN

University High School, Oakland

"BUILDING Morale through Books and Reading" was the inspirational theme of the Sixth Annual Conference of the *School Library Association of California*, held in Fresno at the Hotel Californian, November 15 and 16, 1941.

A luncheon at 1 p.m. on Saturday, November 15, opened the conference. Jessie Boyd, President, welcomed the members and guests and introduced Mayor Laymel of Fresno, who gave a most cordial greeting. Stressing the theme of the conference as a desirable one, Mayor Laymel also mentioned the necessity for active participation of this group in the program for Civilian Defense, saying in part: "The task of the librarian is to list everything to help all citizens to become more familiar with what we can do in Civilian Defense."

Another sincere greeting came from Mr. Sanford, a member of the Fresno Chamber of Commerce and of the Board of Education, who quoted William Lyon Phelps in saying, "No one can choose the 100 books, but he *can* choose those most worth reading and that help to shape the future aspirations and hopes of the democratic governments."

After the introduction of the state and section officers, Jewel Gardiner talked on "Two Months at A.L.A. Headquarters" where she took the place of Miss Batchelder in the School and Children's Division of A.L.A., which is the national center for educational organizations. Of particular interest to Miss Gardiner was the National Fellowship Conference at Ann

Arbor which she attended. This conference, held in the United States for the first time, was international, with the speeches given in Spanish and translated by interpreters. The delegates were outstanding educators from various countries, who urged that English books be translated into Spanish more frequently, and the Spanish into English to further the exchange of ideas. Cheaper publishing prices were urged to enable more people to buy books and to further mutual understanding. She mentioned the American Library being started in Mexico City. While at A.L.A. Headquarters, Miss Gardiner compiled a booklist to be used as a basis of selection for this library.

Since the formation of the A.L.A. Division of Libraries for Children and Young People was completed during the summer, Miss Gardiner then introduced Edith Titcomb, who is the chairman of the School Libraries Section. Miss Titcomb gave details concerning the formation of the section and at the same time mentioned several Californians who are represented in this division.

Miss Louise Roewekamp then spoke interestingly of attending "The Institute on the Implications of Print, Radio, and Films in a Democracy" at the University of Chicago last summer. This material, she suggested, will appear as a separate A.L.A. *Bulletin*.

After the luncheon the members attended group meetings arranged by Jewel Gardiner, the general chairman. The Elementary Section was in charge of Jasmine Britton, Director of the Library and

Textbook Section, Los Angeles City Schools, who presented the problem, "How can morale be built? Is it through feeling that one has a personal contribution to make to the group, or is it through the certain values one finds when he reads?" In developing values found in reading, the following list was suggested as helpful: H. W. French's *Lance of Kanana*, Armstrong Sperry's *Call It Courage*, Doris Gates' *Sarah's Idea*, Marjorie Fisher's *Palaces on Monday*, Kate Seredy's *Singing Tree* and *Tree for Peter*, Phil Stong's *Honk, the Moose*, Kathryn Worth's *Middle Buttons* and others.

Edna Browning, Librarian, Roosevelt High School, Oakland, was introduced to discuss defense materials. She called upon Harriett M. Baker Monterey High School, who told of their defense courses and spoke of their proximity to Fort Ord and the contacts with the soldiers there who come to see the school or to participate in certain courses offered. Opportunity is provided for the students to entertain the soldiers. They eagerly look forward to going to the camps to put on plays or other entertainment.

Eugenia McCabe, Librarian, Castlemont High School, Oakland, was asked to tell of the use of biography for the development of ideals in children. She mentioned the five themes for children as stressed by Armstrong Sperry in a recent talk to librarians and suggested books particularly adapted to the development of courage, honesty, justice, integrity, and loyalty in building morale.

In closing, Mrs. Madison spoke of the influence of books and their poignant drive upon human relations. She said, "We are not breaking new ground, but we have many books on the war to show its appealing character. Two very strong books come out of England: 'The Token of Freedom' which is given to all English children who are sent to America; it is not available, otherwise. It is an extremely moving book telling of the background of their race."

Elsa Newmann, Librarian, Everett Junior High School, San Francisco, pre-

sided at the Junior High School Section. Madeline Riffier, Librarian of Francisco Junior High School, San Francisco, spoke on guidance books. She said that the purpose of guidance is to discover the psychological, physical, social, and economic factors that have undesirable effects on the child, make the child aware of them, and seek methods to combat them with favorable influences. She discussed books for the child's social development, his educational and vocational guidance, and emphasized the importance of "setting the stage" before offering a child any certain book to read — that is, creating a desire for that book. She said that librarians must help to answer the question of what will happen to the child after junior high school so that he may have a feeling of security and confidence.

Catherine Stalford, Librarian, Marina Junior High School, spoke of books about great personalities, stating in opening, that an interest in truth prevails in the junior high mind, and a tendency to hero-worship. She emphasized the need for presenting a reason for the reading of a book offered to the child. She showed how the social science, music, English, and physical education teachers can stimulate the reading of biographies by building in the child a desire to know the prominent and successful people in those fields.

Lelia Price, Librarian, James Lick Junior High School, cited a dozen or more books and commented briefly on each of them as a contribution toward morale building. She remarked that there was a predominance of patriotic literature among the new books.

The group joined in discussion after each of the above talks, mentioning their ideas of types of worthy books and methods of stimulating the desire for reading them. There was some discussion of the need for more reading of religious books.

Mrs. Elizabeth Madison, Supervisor of School Libraries, Oakland Public Schools, presided in the Senior High School Section. She spoke of reading as a vicarious

experience which we as librarians are asked to provide to compete with real life. Likewise, abstractions are things we ask young people to be interested in through vicarious teaching, and democracy is one of these. What approach shall we make in developing the use of books and materials by teachers?

In presenting a picture of South America, she suggested, we must use wisdom — we must not exploit the South Americans, but study them to present a true picture. "The *gaucho* is an outdoor man, but how may he be compared in presentation with our own cowboys?" was the query Mrs. Madison presented.

"The most appealing and tragic book I ever held is *Fear No More*, a book written by modern English poets. None of the poems is signed, for all personality is submerged to the revelation of the British destiny." Explaining that a board has selected the contents from the works of living poets, Mrs. Madison continued, "It is what England considers the best that has been said. In a strange, indirect way it is the bravest book ever published."

Lillian L. Dickson, Librarian, Santa Ana Junior College, presented Dr. John Brown Mason, Fresno State College, to the Junior College and Teacher's College Section. In discussing "Libraries and Public Morale in Times of Crisis" Dr. Mason warned against skepticism and cynicism in our students stating that if these attitudes do appear they are the result of our teaching. He emphasized that librarians should make more of an effort to tell readers what kind of books they are reading, to help students evaluate the authority of the author and the authenticity of his material.

The evening program proved to be a banquet of good things. Three Fresno musicians, introduced by Mrs. Manlove, provided delightful entertainment. Mr. George Dexter, accompanied by Mr. Lambert, presented several pleasing numbers. Gay piano duet selections were presented by Mr. Lambert and Mr. Robert Campbell.

Following greetings from Mabel R. Gillis, State Librarian, and Dr. Thomas, President of Fresno State College, Miss Boyd introduced Irma Brink, Librarian of Woodrow Wilson High School, Los Angeles, who presented Amelia H. Munson, of the New York Public Library and Columbia University, School of Library Science, speaker of the evening. Miss Brink expressed great appreciation of Miss Munson's classes at U.C.L.A. three summers ago when their teacher had "dispelled a stodgy schoolma'am attitude of good books."

For her evening of poetry, which will long be remembered as a distinguished and memorable one, Miss Munson had chosen lines from Shelley's "Ode to the West Wind"

"Scatter, as from an unextinguished
hearth
Ashes and sparks, my words among man-
kind!
Be through my lips to unawakened earth
The trumpet of a prophecy!"

She spoke of the contributions books make to living, "for the contents of books light up a man's life and bring color into it. Here, indeed, is 'an unextinguished hearth.' It is the arts," she continued, "that make the longest reach toward permanence."

The conference closed with an early breakfast, Sunday morning. Louis Pomeroy, accompanied by Etta Morrison, enchanted the early risers with his violin selections. Of particular delight was his encore, a Swiss lullaby, which he played without accompaniment. President Jessie Boyd opened the business meeting by calling for the reading of the minutes and communications by the Secretary, Elizabeth Patton. A review of the programs for the sections was next presented by Miss Helen Bullock, President of the Northern Section and Miss Hope Potter, President of the Southern Section.

Miss Elizabeth Patton introduced the speaker, Felix Riesenber, author of *Golden Gate* and *Full Ahead*, who talked about trends in books for children and

young people. "Care should be used by writers to choose subjects about which they know," he remarked, "so as to present accurate terminology and details. A book is not literature, or even good reading, if it is untrue."

Particular appreciation of their work in planning for our entertainment was expressed by Miss Boyd to the local committee Adelia Tompkins, Mrs. Martha Putnam Peterson, Eda Kusch, and Mrs. Dorotha Elliot. Special mention was

made of the cooperation and work of many members, particularly Elizabeth Patton, Jewel Gardiner, and Mrs. Maurine Hardin.

Miss Helen Price was given special mention for the splendid exhibit of materials which she had collected and arranged. In addition, everyone was grateful for the interest shown by the thirteen publishers who brought such splendid exhibits of books for display on "Latin America" and on "National Defense."

The Rôle of the School Library

- *The BULLETIN asked several prominent librarians and educators "What is the rôle of the school library in a democracy?" They have answered . . .*

" . . . keepers of the records of the human spirit. . . ."

Keepers of books, keepers of print and paper on the shelves, librarians are keepers also of the records of the human spirit — the records of men's watch upon the world and on themselves. In such a time as ours, when wars are made against the Spirit and its works, the keeping of these records is itself a kind of warfare.

From: *Of the Librarian's Profession*
Archibald MacLeish
Librarian of Congress

" . . . in times of crisis their services are extremely essential."

In normal times, our libraries have been an important agency for disseminating information and culture; in times of crisis, when morale and sound judgment are so vital, their services are extremely essential."

From: *How Libraries May Serve*
John W. Studebaker
United States Commissioner of Education

" . . . education for freedom, and education for the peace."

As I see it, the work of all our libraries should emphasize two points of view — education for freedom, and education for the peace. These two points merge into one. Our school children should know the meaning of our civilization as opposed to the civilization in the aggressor nations. They should have some idea what is necessary for permanent peace. . . .

Librarians also should learn that in our own profession we need unity, cooperation, and coordination.

Charles H. Brown
President of the *American Library Association*

" . . . to plan intelligently for the future."

The school libraries have the opportunity and the responsibility of directing our young people to books that will lead them to an understanding of our past, and to clear thinking concerning present day events. On this foundation of understanding and clear thinking, we can hope that the youth of today may be fitted to plan intelligently for the future of our democracy.

Mabel R. Gillis
State Librarian, California State Library

CALL TO *Courage*

By FRANCES E. WHITEHEAD

Librarian, Pacific Grove High School

IT WAS a call to courage that Armstrong Sperry sounded everywhere he spoke during his visit to California last October and November. Possessed of the ability to speak as eloquently as he writes beautifully, this Newbery Medalist held at almost breathless attention the hundreds of high school students, school librarians, and teachers who were fortunate enough to hear him.

Reviewing the present state of the world, which finds us groping among the fragments of our shattering civilization, Mr. Sperry asked: "What can men hold to? What can they bequeath to their children that will be a guide to them when the smoke of the last great battle has lifted? What will men remember when they look back upon this day?"

To answer his questions, the author told of the experience of a tribe of South Sea Islanders whom he knew. After a period of false prosperity, when the natives had forsaken their ancient ways and forgotten the heroic sagas of their ancestors, a hurricane wiped out all vestiges of the "modern" life they had adopted. As the people wandered aimlessly about the ruins, their old chief called them together, reminded them of the traditions of their race and taught them the old chants and sagas. Hope returned to them "and they swung true to their heritage as a compass needle swings true to the North."

So, thinks Mr. Sperry, will men remember in future the ways of freedom, of justice, and of integrity if we can provide them as children with a vision of these values to hold to.



ARMSTRONG SPERRY

While in the South Seas, he was much impressed with a tale from the long ago of a lad who grew up on an island but was afraid of the sea. Realizing that this fear must brand him as a coward among his own people, the lad set out to conquer his fright. How he succeeded became the story of "Call It Courage."

As he worked on this book, Mr. Sperry asked himself: will children respond to this theme and will a story which extols the values of courage, honesty, and love become living literature for children? His faith that the answers would be in the affirmative has been well justified. Not only that, but it has left him with the firm conviction — which he passed on to us as a challenge and an inspiration — that it is the responsibility and the privilege of all who work with children to reveal to them the knowledge that freedom depends upon the faith and integrity, the love of justice and of honor, that individuals keep alive within themselves; and, that it is the *dream* of freedom, and the *words* of freedom which have come down to us through history and literature, that give meaning to life and courage to live it.

OF LIBRARIES

☞ The *Bulletin* takes its first opportunity to congratulate Miss Marion Horton, Traveling Librarian, Library and Textbook Section, Los Angeles City Schools, upon her election to the Presidency of the Southern District, California Library Association.

☞ Carolyn Mott's calling cards now read Mrs. Stanley Keane, 124 Santa Anita Drive, Arcadia, California. Mr. Keane is a nurseryman and also does some lecture work. We wonder if Carolyn is doing any more writing, now that she probably has more leisure time.

☞ Jewel Gardiner went to Coalinga just before the State Convention and spent the day in a new modern school there helping the librarian, Betty Cheney, with the organization of the school library. The principal, E. J. Linstrom, is proud of this modern plant and equipment. Our best wishes to Betty Cheney in her new position!

☞ Madeline Chargin Malovos celebrated Christmas in festive style for a new son, Gerald Malovos, who arrived in her home on the Sunday after Thanksgiving.

☞ Excuse us, please. Miss Irene E. Mensing, Chairman of the College Committee, Northern Section, is on the staff of the San Francisco Junior College, not of the San Francisco Public Schools, Bureau of Texts and Libraries, as printed in the November *Bulletin*.

☞ In 1902, Mr. George Henly, pioneer Venturian, recorded several Indian songs in Chumash, the language of the Indians of the Ventura region. An account of a clam digging and war songs were sung by an old Indian basket maker named Calandaria. Mr. Henly kept these records

until recently when Mr. Morrison, curator of the Ventura County Museum, and Miss Elizabeth Topping, County Librarian, persuaded him of their value and requested that pressings might be made from the cylinders and sent to the Smithsonian Institution. Mr. Henly not only cooperated; he himself made several more records in the Chumash. The old Edison records are to be re-recorded, and, according to the Smithsonian, they will be far superior to the originals from the standpoint of reproduction. Records will be placed in the Santa Barbara Museum, the Ventura County Library, and the Ventura Junior College Library.

☞ One of the first National Defense Libraries in Southern California has been established in Ventura as a branch of the County Library. The tangible result of library leadership, community spirit and cooperation, the library is designed to provide recreational reading facilities for enlisted men stationed temporarily in Ventura. Located within the limits of the army post in Seaside Park, the library is open from 1 to 9 p.m. and is under the supervision of two WPA men. Informality is the keynote of the library. No cards or signatures are required for borrowing any of the several hundred donated books and magazines. Smoking is permitted. Comfortable chairs, tables, games, and ash trays have been donated, and it is hoped that before long Coca-cola and stamp machines will be installed for the convenience of soldiers. Needless to say, the soldiers have enjoyed the library.

NEW LIBRARY BUILDING SAN JOSE STATE COLLEGE

The first unit of the proposed five hundred thousand dollar library building has been partially occupied during the autumn quarter of 1941-42. Since the build-

ing was not completely finished when college opened in the fall, final moving was done during the Christmas holidays. Construction, which began in June 1940, was slowed down by difficulties in securing materials and by a shortage of workingmen. Deliveries of equipment have been delayed by defense priorities.

This unit of the building is rectangular in shape and is connected with the old library by a covered arcade. The library is retaining only the large reading room in the old building which will be used as a reserve book room. The ground floor of the new building contains reference and periodical rooms, the administrative offices and work rooms, and the staff rooms. The circulation desk is in the main lobby. On the second floor are the Education and Arts reading rooms, lecture and seminar rooms, classroom and offices for the Librarianship department. There are five tiers of book stacks with capacity for two hundred thousand volumes.

The building is of the same Mediterranean style of architecture as the buildings in the main quadrangle. Its construction is of grade A type, thoroughly earthquake and fire proof, even the roof is concrete. The interior has been finished with acoustic materials; walls are of fire-proof thermax, ceilings are of acoustic tiles, floors in reading rooms are of cork or rubber, the entire walls in lobbies and card catalog room and the wainscoting with wall rubber. Fluorescent lights have been used in reading rooms, book stacks and lobbies. The building is completely air conditioned.

Special features of the building include provision for a new Arts division with three sound proof music trial rooms; the lecture room is equipped with every facility for the use of radio, sound films, phonograph, etc.; benches built into the terrace and arcade walls provide for out-

door reading; all reading rooms have adequate mounting board space; hallways and lobbies have lighted exhibit cases; the Reference room is equipped with specially designed sloping top tables at which four people are seated along one side only; all reading rooms connect directly with the book stack, all departments have office and work space; the stack is equipped with elevator, page signals, telephone, and each tier has study tables at the window end of the aisles.

JOYCE BACKUS
*Associate Professor of Librarianship,
San Jose State College*

THE LOS ANGELES MANUAL OF PRACTICE

In the spring of 1941 a *Manual of Practice* for Los Angeles high school libraries made its appearance in mimeographed form and was at once put into use. Younger librarians gave it an especial welcome for they no longer had to telephone hither and thither to be sure they were right before going ahead with some new item of business. Experienced librarians liked having the various instructions from headquarters all in one convenient volume.

The whole thing was cooperative. A committee from the Los Angeles School Library Association worked with the Library and Textbook Section; Mrs. Kaplan of the Catalog Department was on the committee and Miss Britton was frequently consulted. Other members of the committee were Ruth Allbee, Ruby Edenquist, Gladys Green, Dorothy Keiser, Mabel Miller, Ruth Reynolds, Louise Roewekamp and Viola Stevens.

Information was gathered from high school librarians all over the city and from the various sections, divisions, departments, and individuals with whom the ordinary Los Angeles school librarian has to deal in the course of a year. All

AND LIBRARIANS

sorts of helpful ideas were gleaned from the Public Library's rule book.

The need of a *Manual* has come about as the freedom of a small group of high school libraries has yielded at certain points to the uniformity needed in a great city system. For example, central cataloging has led to greater uniformity, not only in cataloging form, but in shelf lists, filing rules, and inventories. The requisitions that flow from our libraries to overstacked desks in the Library and Textbook Section and the Business Division must be built to an exact pattern to hasten the order and delivery of books, magazines, pamphlets, and bindery material. Moreover, rules governing the collection and expenditure of money for fines and for lost books are determined by the Board of Education and the librarian's records must meet the approval of an auditor.

In addition to these business matters where every "i" must be dotted and every "t" crossed according to pattern, the *Manual* gives a recommended procedure in routines where individual differences are less important, such as processing new books and circulation of books. These sections are meant to be of special value to less experienced librarians, new to the system, but others will find them helpful. Under way now is a short supplement coverings ways of dealing with the pamphlet and picture collections.

After the *Manual* has stood the test of several months' or a year's use, has been subjected to criticism and suggestion and really represents the thought and effort of the whole group, it will be revised and put into more permanent form.

— Marjorie Van Deusen, Chairman

DEMOCRACY AT WORK IN A JUNIOR HIGH SCHOOL

In these days of world chaos, California girls and boys are being prepared to take their places as citizens in a democracy. An interesting example of this preparation was the project that was carried

on in the Herbert Hoover Junior High School in San Jose during the fall months. We asked their librarian, Willfred McIntyre, to give us a report of this project, for it was also of real value from the point of view of cooperation between the library and other departments in the school.

"We, American children, will write the books of the future! By research, invention, writing, and advancing civilization, we will furnish the material for the plots. We will profit by the experiences and knowledge given us by the American children of the past!"

This theme was used by an eighth grade English class in writing a play for Book Week. With the use of tableaux, the students presented scenes from books illustrating the parts children have played, from the time of Columbus to the present day, in contributing to American culture.

Several classes cooperated in this activity. The art students planned the picture scenes; the dramatic department cast and rehearsed the students; the Library Club was assigned the costuming. The values growing out of such a project were many: cooperation through group activities, expression of creative ideas, realization of privileges and obligations, pleasure from research and reading, interest in subject matter and a number of other character building influences.

According to Miss McIntyre, the primary motive of this project was to awaken the students to a realization of their duties as well as their rights in a democracy, and by introducing them to the books featured in the tableaux, to give them a new vision of their responsibilities as American citizens.

NORTHERN SECTION — BOOK BRUNCH

The School Library Association of California, Northern Section, held its first Book Brunch for this school year on Sunday, December 7th at eleven o'clock at the Women's City Club, in San Francisco. Madeline Riffier, as chairman of

the Book Committee, was responsible for the arrangements and the program.

The theme for the meeting was *The Place of the Library in Guidance*. Educational, vocational, social and community relations were considered. Doctor William Lawrence, from the Oakland Junior-Senior High School, was the principal speaker. He took for his subject *What the Library Does for the Counselor*. Dr. Lawrence spoke with sincere appreciation of the services offered by the school library to students and teachers as well as to counselors.

Interesting discussions followed as the librarians met in groups according to their interests: elementary, junior high, senior high, and college libraries. Those attending had been asked by the chairman to come prepared with bibliographical material on cards containing brief annotations. These notes were exchanged, and they met with an enthusiastic response from the librarians in all groups. The suggestion was made that lists be prepared from these bibliographical notes which might be made available to other school librarians, perhaps through publication in the *Bulletin*, if there is evidence of interest in this suggestion.

Monograph No. 3, entitled "Library Standards and Procedures for Small Secondary Schools" has been reprinted by Compton Junior College. Copies may be obtained by writing Miss Elizabeth Neal, Compton Junior College, Compton, California. Price, forty cents per copy.

SOUTHERN DISTRICT OF C.L.A. TO MEET

The annual meeting of the Southern District of the California Library Association will be held February 28. This brings together librarians of all types of libraries: school, university, public, county and special libraries — from the nine southern counties from San Luis Obispo to San Diego. The morning session will

be held in Thorne Hall on the Occidental College campus, and the luncheon and afternoon session in the Vista del Arroyo Hotel in Pasadena. The theme of the meeting is Priorities in the Library, and various aspects of the present day challenge to libraries will be considered in addresses by outstanding speakers and in round table discussions.

ANNUAL CHRISTMAS DINNER

Under the "stressful circumstances of war emergencies," the date of DECEMBER 13 was blacked out on the calendar of the Southern Section. Though all plans had been made for the annual Christmas Dinner to be held at the Chapman Park Hotel in Los Angeles, Miss Hope Potter, President of the Southern Section, and her executive committee agreed to cancel this traditional event. But there has been no blackout of spirit or enthusiasm, for Miss Potter has given an alert signal for a similar program this coming spring.

We are indebted to The MacMillan Company for the photo-engraving of Mr. Armstrong Sperry, appearing on page 23.

Though it is a little late, this is our only chance to wish you a better and happier New Year for 1942. We know every school library is offering, as is ours, its services for the heavy tasks in hand. While it is important that we respond to the crisis that is here, let us not lose sight of the years ahead and strengthen our students for that time. We hope that with the victory of democracy will come the making of a generous and lasting peace and the dawn of a better day for all.

THE EDITOR.

The text of this *Bulletin* is set in Caledonia type designed by W. A. Dwiggins. The printer is Richard Hoffman, College Press, Los Angeles City College.

Call to the Colors

KATHERINE L. SHARP SCHOLARSHIP

The Katherine L. Sharp scholarship, which carries a stipend of \$300 and exemption from tuition, will be awarded by the faculty of the University of Illinois Library School in March, 1942. The award is made for the second year of study in Library Science. Application should be filed with the Director of the School, Dr. Carl M. White, Urbana, Illinois, before March 1. Application blanks may be secured upon request.

ALA CODE

The Northern California Regional Group of Catalogers hopes the school libraries of the Northern Section will wish to cooperate with it in examining and criticizing the provisional revised A.L.A. catalog rules. The group has a copy to circulate, and a committee has been set up to gather reactions through a questionnaire or other suitable method, later, after all have had an opportunity to examine the code. Suggestions have been made for a code of simplified cataloging written with the more detailed code as a background.

The committee will be grateful for an expression of the needs and desires of school librarians. Write to Miss Margaret Windsor, Stanford University Libraries, Stanford University, chairman of the committee, or to Miss Jeannette Vander Ploeg, State College, San Jose, representing schools and colleges, for an examination copy and express your willingness to help in a report to A.L.A. headquarters.

LIBRARY PUBLICITY HONOR ROLL

Here is a last minute invitation to school librarians who have publicity items to submit for the Library Publicity Honor Roll. Material to be judged for inclusion in the Honor Roll must be in

the hands of Miss Marie Loizeaux, H. W. Wilson Company, 950 University Avenue, New York City, before February 1, 1942. General regulations are printed below:

Types of publicity to be considered:

- (a) Annual reports to the public printed in pamphlet or leaflet form or as a newspaper article
- (b) Handbooks or leaflets for new borrowers
- (c) Newspaper feature stories
- (d) Rotogravure pictures
- (e) Book lists (judged on format only)
- (f) Pictures of exhibits
- (g) New or unusual types of publicity, excluding posters and radio scripts

Eligibility: Any library in the United States or Canada may submit material, but the committee will be responsible for judging only examples sent to it for consideration.

Date of publicity considered: Examples of publicity submitted for inclusion in the display should have been issued not later than December 31 of the year preceding the annual A.L.A. conference at which they would first be shown.

Selection of committee: The Public Relations Committee will be free to associate with itself as judges not only a leading librarian in each of the five fields to be represented, i.e., public, college, school, state agency, and special library, but if possible one or two trustees or laymen qualified to act as public relations experts.

Criteria for judging: All publicity will be judged primarily on its appeal to those for whom it is intended and its effectiveness in interpreting the library to its community.

Number of copies: Two copies of each item should be submitted, giving when possible the name of the staff member responsible for producing it.

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